

Michelle A. Rubino. *The Art of War; Visual Propaganda and American Military Recruiting. An Annotated Bibliography.* A Master's Paper for the M.S. in L.S. degree. April, 2007. 55pages. Advisor: Michael Van Fossen

This annotated bibliography explores propaganda themes, phrases, and images in recruiting pamphlets and posters. The pamphlets are from 1918 – 1977 and explore a wide range of themes and the evolution of propaganda angles. All of the posters, with the exception of two, are from WWII and show similarities and differences in the recruiting methods of the branches of military service. Stereotypes are described as are portrayals of different branches which still apply today. The recruitment of women is explored, from the no-nonsense angle of WWII to the career-minded, civil-rights aware woman of the 1970's. The establishment of the Office of War Information is discussed, as are its poster production and distribution campaigns. Addresses the poster as the ideal medium in a pre-television age and pamphlets as another, supplemental, means of advertising.

Headings:

World War, 1939-1945

Posters/History

United States/National Archives and Records Administration/Art Collections

Military literature/Bibliography

United States – Armed Forces – Recruiting

THE ART OF WAR; VISUAL PROPAGANDA AND AMERICAN MILITARY
RECRUITING. AN ANNOTATED BIBLIOGRAPHY

by
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INTRODUCTION

We are bombarded visually by propaganda on a daily basis, delivered for the most part by television programs and commercials. However, in an age before this broadcasting was commonplace, billboards and posters were the visual media of choice for advertising. They needed to convey values, emotions, ideas and motivation effectively through a mixture of images and words, on a limited amount of space. On posters a picture literally had to be worth a thousand words and this quality was given greatest evidence in the use of posters as recruiting propaganda during World War II.

The Office of War Information (OWI) was created in June 1942 as the hub of government poster design and distribution. Their aim was to, “see posters on fences, on the walls of buildings, on village greens, on boards in front of City Hall and the Post Office, in hotel lobbies, in the windows of vacant stores – not limited to the present neat conventional frames which make them look like advertising, but shouting at people from unexpected places with all the urgency which this war demands” (Bird, Rubenstein, 11). The OWI also created pamphlets about how to make posters and how to organize a “poster committee” to regularly receive, distribute, and post OWI posters all over one’s community. Posters would be sent by the OWI to the poster committee from all war agencies (Treasury, War, Navy, Army, etc.) and “will be selected by the Office of War Information to tie in closely with the most important Government campaigns which will

be publicized through the press, radio, and movies at the time the posters will reach your poster committee (Office of War Information, 1943).”

The posters created for the purposes of recruiting convey a variety of messages to the public, manipulating the use of words and images to create a stereotype of persons in that branch of the service, or a reputation for the branch as a whole. For example, posters recruiting for the Marine Corps use images which project ferocity or the “all capable defender” (as Marines serve on land, at sea, and in the air). They frequently use the colors of the Corps (red and gold), interspersed with screaming eagles, well-muscled men in battle-dress, or a broad-shouldered, square-jawed sergeants in parade dress commanding passersby to join. Clearly, the Marines are meant to be seen as a branch that does not take no for an answer. The Marine Corps began accepting women in February 1943 and the posters recruiting women are equally no-nonsense. The women portrayed in these posters are equally capable looking, as well as neat and pleasantly put together without being overly pretty. They are typically shown as thinking of their fellow Marines who are engaged in battle; Marines who were “freed” to fight by the women joining the Corps.

The portrayal of women on posters from every branch is interesting due to the similarity in image but difference in the words used for recruiting. Overall, the female figure is stereotypical for the 1940's. She is well coiffed, not a hair out of place with delicate eyebrows and has notably red lips. This enables female passersby to relate to this woman and follow the thought that, by joining the service, women do not lose their femininity or attractiveness. In the posters, the woman is nearly always looking off into the distance as if proud of her decision to join the service and has a Mona Lisa smile

hovering about her lips to assure the viewer that she is also happy about this decision. This image is given slightly more vibrancy in posters recruiting for nurses or nursing cadets. Here, the woman pictured is extremely pretty, eyelashes accentuated, visible blush on her cheeks, and has a sort of “saving grace” ethereal quality about her. In one poster, from the OWI titled, “Save his life . . . and find your own,” the young nurse is looking down at a soldier in a hospital bed with absolute tenderness and he is looking back at her with total adoration on his face.

Although the imagery is similar, the message is entirely different on posters recruiting for the (Navy) WAVES. Here, women are told, “It’s a woman’s war too!” In another poster showing a WAVE standing with two sailors, it reads, “On the same team. Enlist in the WAVES,” and another poster shows a father saying how proud he is of his daughter. These posters appeal to women who want to serve in a way that will make them “one of the men” and be respected for their service as such. Similarly, a poster for the (Coast Guard) SPARS shows the young woman as keeping up the tradition of brave pioneer women (pictured in the background) who wielded muskets in the protection of the wagons crossing the prairie into unseen dangers.

As the technology of warfare had advanced, the Army needed to recruit skilled, educated, high-quality men (Padilla, Laner, 427). Posters were created the Army Signal Corps and Corps of Engineers. These show men standing out (five times bigger than) the field of battle wielding a field telephone and a sledgehammer (respectively). A great number of posters were also devoted to the relatively new Army Air Corps. Since this branch of the service necessitated skill and extra training, the men pictured on posters are always extremely capable and responsible looking, working with technical instruments,

or dressed in flight-jacket and cap. Still, these posters maintained an air of excitement with the slogans, “Let’s GO! Keep ’Em Flying” in bold print, often surrounded by stars or war planes. There was also a poster made which has this slogan shown faintly in the background behind a chart by which interested young men can determine whether they “qualify for the Army Air Corps.”

It should be noted here that there are two posters included in the following annotated bibliography which are from the First World War. These posters were included to show the evolution of poster images from theoretical and artistic to harshly realistic and emotional. They are both for Navy recruitment and picture young women flirtatiously wearing men’s Navy uniforms, coyly smiling at how attractive they find service in the Navy. By the advent of WWII, Navy advertising (as discussed above) was appealing to women as equally capable as men, and was recruiting men with images of extremely muscled, tanned, paragons of manhood wreaking vengeance on the enemy for (one can assume) the devastation at Pearl Harbor. These posters exclaim, “Let’s go!” “Man the guns!” and “let ’em have it,” set against backdrops of rolling seas and anti-aircraft fire.

The pamphlets and booklets reviewed show another way in which the military circulated propaganda materials. The scope of these materials is much broader than that of the posters, spanning 1918 – 1977. They show how the branches of service were viewed by those in them, and made appealing to civilians. In the post-WWII pamphlets there is an obvious shift in how service is “marketed.” Instead of doing one’s duty, they describe what training in the military can do for “you.” How it can take someone “where the leaders are,” by joining the Army ROTC, or enticing them with an “exciting and

unusual career,” in Army Intelligence. The most striking difference is in the pamphlet for the (Army) WAC. This portrays a woman’s decision to join like having a makeover, “Take a look at yourself. Maybe you’d like a new look;” and shows a young woman getting ready for the day with lots of pink towels and rollers and lipstick around her. She progresses into wearing a WAC uniform, but somehow the effect isn’t the same as WWII-era posters showing sensible shoes and no-nonsense hairdos. Pay and opportunities are stated to be “just as good as for a man,” but in comparison to the poster messages of the 1940’s, one cannot help but notice the change in tone and shows a definite shift in propaganda angles.

METHODOLOGY

The collection of materials for this bibliography began with a perusal of the Cumulative Subject Index To The Monthly Catalog of United States Government Publications, using the very general subject “military.” I resolved to use print indexes for my research since they ran until 1970 and I had no intention of using materials printed after that date. The subject index was used to do broad searches; for example, any materials, from any time attributed to “Marine Corps Recruiting,” or “Office of War Information.” The Cumulative Title Index To United States Public Documents was used when documents were found serendipitously, but further information was needed about them, such as which office created them, or what year they were from. Finally, The Monthly Catalog – U.S. Superintendent of Documents was used when I wanted documents from certain years, or to verify information which I perhaps could not find from the aforementioned sources.

Using the search strategies above I was able to find citations to a great number of World War II posters, but none could be found in UNC’s Government Documents Collection. To find images of these posters I checked out multiple books about World War II/Victory posters; they were found by searching the OPAC under the subject heading “World War, 1939-1945 – Posters.” While these books provided a handful of color images of posters, and helpful background information, I needed a great deal more. Using Google, I searched under “military propaganda,” “Marine Corps recruitment,” and

finally “World War II posters,” to find online archives of posters with clear, color images, and sufficient cataloging information to ensure credibility. Occasionally, I would search under the catch phrase of a poster that proved particularly elusive. These online searches directed me to such places as the Minneapolis Public Library’s Kittleson Collection, the Northwestern University Library, the University of North Texas Libraries, The National Archives’ “Powers of Persuasion” collection, and The Library of Congress’s Prints and Photographs Online Catalog (under war posters American 1940-1950).

When writing the annotations it was essential to me that I did not leave out any details which could be read as propaganda. As this would have made my annotations for the pamphlets too long, I chose to highlight key sections or phrases in them which had clear marketing angles, then summarize or list following sections succinctly. When describing the posters, I recorded color, facial expression, feature accentuation, and even background because I saw each as a necessary part of the whole the message which that poster was trying to convey. When compiling the annotated bibliography I separated the pamphlets and posters as they have different methods of delivering their respective agendas. Within each section I organized the annotations alphabetically, as it allowed for differences in messages to be seen between different branches of the service, as well as government offices.

ANNOTATED BIBLIOGRAPHY

Pamphlets

United States Army. Adjutant General's Department. Keep 'Em Flying. Washington, D.C., 1942.

Twenty-five page booklet, aimed at recruiting aviation cadets for the Army Air Forces. Cover art looks slightly like comic-book art, in black and white. Three airmen are shown in front of a plane, wearing bomber jackets and communication headphones, looking at a map on the ground. The sky behind the plane is clear blue and the "KEEP 'EM FLYING!" is angled across the image, dramatically, in red.

When the booklet is opened, the left page is a black and white picture of fighter planes swooping "toward" the reader. The heading on the right page is, "Command of the Air is Vital to Victory." The text continues the dramatic tone, telling the reader that, "A coalition of powerful and ruthless enemies seeks not only to overwhelm us but to annihilate our institutions and our civilizations." The booklet appeals to the reader's patriotism and tells them there is "no time to lose." It speaks about the superiority of America's aircraft production, which can only be translated into air supremacy with appropriate manpower. "The source of this man power lies in the youth of the land – they are the men who will 'Keep 'em Flying!'" Youth alone is said to have the mental and physical wherewithal as well as personal daring to withstand the "acid test for air crews of high-powered military aircraft." The first page ends the barrage of propaganda

with, “The safety of this Nation today, and the welfare of generations to come, demand that every healthy, intelligent young man, from 18 to 26, inclusive, determine at once whether or not he is qualified to serve his country in the U.S. Army Air Forces.”

The booklet goes on to describe eligibility for the program, different enlistment plans, benefits offered, how to enlist, and programs of “Flying Officer Training.” What is most interesting about the latter pages of the booklet though, are the pictures throughout. These show the life of aviation cadets at its most appealing. There are pictures of men marching in parade dress, planes flying in formation, and a picture of smiling airmen reaching their hands toward the viewer, as if urging and welcoming him to join. Men are shown in flight jumpsuits, ready to board their bombers, in communications rooms and in classrooms settings. The middle spread of the booklet shows Randolph Field, “The West Point of the Air, where Aviation Cadets are trained for the United States Army Air Forces.”

The final informative section is titled “The Long View,” and tells the reader how training in the Army Air Forces will benefit their civilian life, after the war. It reviews the development of contemporary commercial aviation by “the aviation kings” who learned to fly in the Army Air Corps during the first World War. After hazarding that further aviation developments will occur after the current war, it advises, “Be prepared to take part in that development and reap the financial rewards sure to come to the pioneers.” It ends by urging, “Think! Your country need to you fly its fighting and bombing planes today, or to serve with the Army Air Forces as a ground officer and thus help ‘Keep ’em Flying!’ [...] What a future for a live young American!”

United States Army Department. Defense Department. Be an Army Librarian.
Washington, D.C.: GPO, 1969.

Black and white pamphlet with red and turquoise added to images, different sections of the text and accent lines at the bottom of text.

This pamphlet describes tells the reader that they should “Be an Army Librarian; A Civilian Employee with an Exhilarating Challenge.” As if to arouse curiosity, there is a turquoise book on the outside of the pamphlet whose title reads, “A Professional Career with the Largest Library Program in the World.” The pamphlet opens up to four sections; Functions [of an Army librarian], Facilities, The Librarian, and Qualifications. These titles are shown as title labels on the spines of books and interspersed with these images are line-drawings of international locations, as well as a cap and diploma-scroll. Interestingly, the section with the most descriptive text is “Facilities,” describing the many international locations of Army libraries as well as the services and collections offered there. In “The Librarian” section, the reader is informed that, “The new librarian has a unique opportunity to gain, not only experience in all types of library functions, but also in administration and supervision.”

The reverse side of this pamphlet reiterates the imagery of the first page, changing the catch phrase to, “Exact the best from yourself – expect the best from us.” It then goes on to inform how one can go about applying for a position as an Army Librarian. Again, the section describing how to apply for a position overseas is more extensive. It also informs the reader that “priority consideration” for overseas positions is given to single men and women without dependents because of the expense of transportation and lack of family housing. While that might discourage some (and is supposed to), it makes the position sound like an adventure to young, single, qualified persons.

United States Army. Intelligence Career Development Program. An Exciting and Unusual Career United States Army Intelligence. Washington, D.C.: GPO, 1968.

Tri-fold pamphlet.

Pamphlet cover states title in black, with the words “exciting” and “unusual” in red. Cover design looks as if perpendicular blue-and-white striped ribbons meet in the lower left corner with a gold rosette and sword badge on top of their intersection. This clearly conveys to the reader that this pamphlet is about a distinguished position.

When opened, the pamphlet gives the title “United States Army Intelligence,” repeats the badge design from the front, but simply drawn with blue lines, then continues the title with “Enlisted Intelligence Career Development Program (ICDP).” The reader is then asked, “Do you want a job that is intriguing – exciting, yet exacting?” Then it asks if the reader is interested in travel or even working in their home town or adventurous/possibly hazardous working conditions or working with a “top flight organization – playing an important role in our Country’s defense?” If so, the reader is directed to consider the Intelligence Career Development Program.

The middle of the pamphlet gives all the requirements of candidates and shows a black and white picture of the Intelligence School at Fort Holabird, Maryland. Requirements include possession of “unswerving loyalty to the United States,” discretion and high moral standards, a high school diploma or equivalent education, and a lack of a criminal record. Training of enlisted candidates is then described, including successful graduation from a prescribed course at the Intelligence school where the “finest training available will prepare you.” The reader is told that faculty experts have many years of field experience and, “using the finest, most modern educational facilities,” offer instruction in such areas as interrogation, enemy order of battle, “and more.” Pictured in

black and white below this are students/faculty acting out an interrogation. The pamphlet then details the possibility of special language training at the Defense Language Institute (DLI) in Monterey, CA, or other special training such as investigative photography or “fundamentals of locking devices.”

The final page of text reviews opportunities available around the globe and reinforces the benefits of service in Army Intelligence. It states (in short phrases) that this is a “rewarding career. Challenges . . . satisfaction . . . and opportunities mark Army Intelligence as the world’s most exciting profession.” The training, experience, and achievements of intelligence specialists are said to give them, “important career positions of tomorrow, in or out of the Army.” The reader is then directed to see their local Army Recruiting Sergeant.

The back of the pamphlet simply states, in blue, “Choice Training . . . Choice Assignments . . .” Then, in smaller black letters, “Intelligence Career Development Program.”

United States Army. ROTC. Where the Leaders Are . . . Washington, D.C.: GPO 1969.

Folio booklet.

Cover shows a black and white picture of a young man striding purposefully toward what looks like a university building, with a suitcase in his hand. A tennis racquet is strapped to the suitcase and the young man is notably clean-cut.

The first page shows a black and white picture of another clean-cut, determined-looking young man, this time wearing an Army ROTC uniform and hat. The title of the booklet is repeated below the picture, this time in pea-green. The text begins to describe

the “college man” as one who “is in a select group which produces the majority of our national and international leaders. [...] They will be the men who have the ability, will, and opportunity to prepare for positions of responsibility and leadership.” According to the booklet, such men can increase their chances for success (further still!) by enrolling in the Army Reserve Officers’ Training Corps. Doing so will help college men, “develop self-discipline, physical stamina, and bearing – qualities that are an important part of leadership and that contribute to success in any kind of career.” However, the college men who do not choose to enroll in this program, “miss this instruction because comparable leadership training and experience are not normally provided in the academic courses required for a college degree.” Clearly, young men who wish to be leaders both in and after college, “should [read this booklet and] learn about the Army ROTC.”

The booklet goes on to describe the ROTC program and the leadership training and opportunities it offers to young men. After a brief history of the ROTC, it talks about how many officers have come out of the ROTC program, the achievements and high rank some of these men achieved in WWII, and how the program assisted in the Army’s expansion during the World Wars and the Korean conflict. The facing page shows a picture of a group of young men in dress-uniform jackets, all very clean-cut, paying close attention as if they are in a classroom. Next is a section called (in pea-green), “Obligation to Serve,” which is heavily patriotic; “The Nation’s security and the preservation of its democratic ideals depend in a large measure of every young man’s accepting the responsibilities of active and vigorous citizenship. [...] Every able young man today has an obligation to share in the defense of that freedom so that it can be passed on, undiminished, to future generations.” However, Army ROTC allows the

young man to choose *how* he serves; “Since the obligation is essentially the same under each of the alternatives, [enlisted, drafted, ROTC] the college graduate will benefit himself and the Nation by qualifying to serve as an officer.”

After this, the booklet describes The Making of an Officer: “[ROTC’s] primary purpose is to produce the young Army officer needed for the defense of our Nation in time of crisis. But, in the process, it also develops the kind of junior executive or manager needed in every field of civilian endeavor.” This is followed by the section Advantages of ROTC which is broken down into subsections; An Officer’s Commission and a College Degree at the Same Time, Leadership and Management Training, Extra Income, Worthwhile Associations, and Personal Satisfaction. Interspersed with these sections are photos of men doing homework, participating in physical training, and in a field exercise.

The second half of the booklet is simply about the particulars of each type of ROTC enrollment, and the scholarships that are offered. The pictures are most interesting; showing another classroom scene, a cadet crowning a beauty-queen looking young woman (possibly the Military Ball), a cadet being pinned by a smiling young woman, then soldiers in parade dress marching by a grand-stand in front of the White House. The booklet ends with, “One of the qualities of a leader is the ability to make sound and timely decisions. The young man who is interested in preparing for a position of leadership can get started now by making the decision to take ROTC – it could be one of the more important decisions of his life.” On the back of the booklet is a list of all universities offering ROTC programs.

United States Department of the Army. Reserve Recruiting [WAC]. Be You. Be Someone New. Washington, D.C.: GPO, 1972.

Full-size, eight page booklet. Back cover has post-cards you can tear off to send back in for more information about the U.S. Army Reserve (interestingly, these are called “coupons,” when mentioned in the text).

This booklet is geared toward women and makes the process of joining the Reserves and receiving training seem like a make-over of sorts. The cover shows a color picture of a woman, looking away with a determined expression on her face. The format of the booklet is text on the verso and a full-page, color picture of this woman’s head/shoulders on the recto. As the reader progresses through it, the woman is shown getting ready for the day: toweling off her face with a shower cap on, putting lipstick on with rollers in her hair, completely done up for the day in civilian dress smiling brilliantly, then again smiling brilliantly but wearing an army uniform, about to put her hat on.

The text addresses the reader directly throughout and begins with the heading, “Take a look at yourself. Maybe you’d like a new look.” It describes joining the reserves as a process that will allow the reader to remain who they are but become a more capable, interesting version of themselves; “After the initial training period (just a matter of months), you’ll return home with a whole new outlook on life – and possibly a new an exciting career.” Pay and opportunities with the Reserve are stated to be, “just as good as for a man.” It then enthusiastically tells the reader how many different careers are available and names off a few common (secretary, legal clerk) and not so common fields (air traffic controller, information specialist). Finally, it states that one can serve with a local reserve unit, or “maybe you’ll choose to settle in an entirely new city, in which case your Reserve activities will be an introduction to new friends and professional contacts,”

making the transition from civilian to reservist sound both exciting and approachable. Set in the center of the booklet's back cover is a gold-colored image of the profile of a woman wearing a plumed Greek war helmet, she is half-smiling and appears to have fantastic eyeliner and eyelashes.

United States Department of the Army. Reserve Recruiting. Engineering Careers in the Army Reserve. Washington, D.C.: GPO, 1977.

Short pamphlet, single-page folio.

The cover of this pamphlet shows a color picture of a man in uniform and hat, capably positioned behind a dumpy level (surveying tool that looks like a small telescope), with train tracks nearby. This easily looks like a work site and the title of the pamphlet is simply stated above the picture, on a fuchsia/red background. As the pamphlet is opened, the reader is faced with the question, "Could you build a 14-ton bridge all by yourself?" in bold print across the top the entire pamphlet. The text follows that once you train as an engineer with the Army Reserves, you can tackle any size job. "You" will be shown how to operate all the big equipment that the army has (these machines/vehicles are listed), and with this knowledge be able to build anything from bridges to baseball fields, while building "a career to last a lifetime." If surveying or cartography is one's preference, the pamphlet states that, "we're experts at that, too."

The reader is told that they will be paid while they learn and after just a few initial months away, "you'll be able to come right back and put your newly acquired skill to work." One is directed to ask their reserve "representative" about openings in local units; "You could be starting a brand-new, high-paying career in engineering." The final

sentence is almost an afterthought, “While you do an important job for your community, and your country.”

The bottom two-thirds of the page show four color pictures, two on each side of the pamphlet-fold. These pictures show men in uniform, on different job sites, next to bulldozers, and one of a woman at a drafting table. The back page of the pamphlet is the same fuchsia/red as the title-background from the front. It shows a stylized “a R” with a star, below which is the phrase, “The Army Reserve. Part of what you earn is pride.”

United States Marine Corps. The Commandant, U.S. Marine Corps [T. Holcomb]. Plan for Operation Of Navy College Training Program as Pertains to U.S. Marine Corps. Washington D.C.: Headquarters U. S. Marine Corps. 1943.

Appears to be an informative booklet, circulated to all commanding officers regarding the particulars and implementation of “operation of the Navy College Training Program as pertains to the U.S. Marine Corps.” While this material is not specifically promotional, it does describe training offered to troops which might make enlistment more attractive. It provides officer candidate training for reservists in secondary schools and colleges as well as selected enlisted personnel from the Marine Corps and Army Reserve Corps. Administration of the program, assignment of the students, length of training program (based on candidates’ background), and curricula is then detailed. It states that students will be able to participate in all extra curricular activities that civilian students do, as long as it does not interfere with prescribed hours or courses of study.

United States Navy Department. Marine Corps. Who Am I? [The Marine's Catechism] [New York: U.S. Marine Corps Publicity Bureau], 1918.

This is a small eight page booklet and looks like something which would have been placed on display in a local post office or library.

It begins with an image of a smiling marine on the cover, sitting cross-legged, with a rifle leaned against him, in front of a small fire. The smoke from the fire forms a question mark and the title "Who am I?" makes it seem like a somewhat legendary or other wise mysterious person is going to be described. The inside of the cover reiterates the title-question and begins to describe, in the first person, a soldier who has fought many battles in many foreign lands. The final sentences are compelling, describing this soldier's ferocity; "I carry a punch in either hand. I'm a hard-fisted three-way fighting man." At the end, the identity of this soldier is revealed: "I'm a Soldier of the Navy – A U. S. Marine.

The text block begins with the heading "The Marine's Catechism," and reads as question-and-answer. It both informs the reader about the U.S. Marines and intrigues the reader with the comprehensive nature of training given and services performed; food fed to troops, treatment by officers, and arms provided to Marines are also addressed. The answer to the final question in the booklet, "Why do men seek to enlist in the Marine Corps?" is especially intriguing (and slightly daring) in its finishing sentence "The training they get is quite wonderful, and they know that they will serve with an organization that is famous the world over as composed of 'rip-roaring' he-fighters who never say die."

When the reader then looks to the inside of the back "cover," they are asked if they are ready for the big "?" (reiterating the image from the front cover) and are then

directed to the back cover to find out, “WHY Don’t You Enlist With U.S. MARINES Land-Sea-Sky.” Interested (or hot-headed) parties are directed to find a recruiting station.

United States Navy Department. Marine Corps. Lejeune, Major General J. A., Commandant. [Reprinted by courtesy of The Military Engineer] United States Marine Corps. Washington, D.C.: GPO, 1925.

This booklet has fourteen pages and looks much like a chapter extracted from a book. There are black and white pictures throughout the text, including pictures of Marines on duty in foreign countries, with different equipment, and one of Maj. General J. A. Lejeune himself.

The booklet traces the history of United States Marine Corps. It begins (rather epically) with, “Ever since Solomon took the cedars which Hiram rafted down from Lebanon and built himself swift galleys of war, there have been marines on the vessels of every navy which has sailed the seven seas.” It then details the tradition of marines though successive civilizations; Phoenicians (“ . . . a number of the noble families of the Phoenicians, and later of the Carthaginians, came to devote their energies to fighting at sea and organized under them a sort of seagoing infantry drawn from members of the castes which furnished the soldiers of the state.”), Egyptians, Greeks, Romans, and Vikings. It describes how with improvements in ship-building and advancements in naval tactics, advance, marines have greater importance – secure the port where the ship would put in. British corps are described as, “gentlemen adventurers,” part of “glorious chapter” in British naval history.

Lejeune then describes the “valiant service” of American marines in the Revolutionary War, followed by a review of marines’ participation in American wars, “since the Spanish-American war, in 1898, marines have been called upon to serve on foreign soil in protection of American life and property during every year.” Marines’ involvement in foreign wars is then detailed, in chronological order: “This [Fourth Marine] brigade won distinction as a part of the Second Division which stopped the German advance on Paris and Bellau Wood in the Chateau Thierry sector in June, 1918,” followed by how many men were sent to this brigade over the course of the war and how many casualties it suffered. This review of the marines’ service continues up to contemporary times; with the development of “the science of modern war” – a fleet needs an accompanying land force for tactical strength as well as establishing and fortifying land bases for the fleet. In reference to marine guards, Lejeune harkens back to the traditional presence of marines on war galleys on Greece and Rome – this differentiates them from “all other bodies of land soldiers,” as they maintain intimate knowledge of the sea and the Navy.

He then follows with some aspects of marines which set them apart from other branches of the service. For instance, they are sent to foreign soil to settle disorder and trouble there – “peculiarly” the Corps’ own mission for peace. Their organization is unique as well in that they have an intimate administrative staff with rank of brigadier general; strong centralized authority is a tradition of the Corps that allows for united and efficient functioning. The booklet continues with facts about stationing and distribution of current Corps as well as training exercises for standing troops (include. Civil War re-enactments). Marine Corps training is said to transform those who enlist from civilians

into marines. The booklet finishes with how both enlistees and officers can expect to train and serve; duration of tours of duty and time at home determined to maintain satisfaction and morale. When requests are made for preferred locations and types of duty, “every effort is made to give them what they desire in making details and assignments.” (The reader cannot help but think of that as a tongue-in-cheek finish by Lejeune.)

United States Navy Department. Marine Corps. Woysner, Corporal Paul. United States Service Primer. New York: U.S. Marine Corps Publicity Bureau, 1918.

This is an eight page booklet, Book 2 in the Marine Corps Educational Series.

The front cover is decorated with what seems to be a wood-block print of a battle scene, with Marines rushing into the fray in the foreground.

The foreword of this booklet states that the information contained is educational, for the benefit of civilians who may be ignorant of different military divisions or duties. It goes on to describe the uniform and field duties of infantrymen, signalmen, aviators, engineers, etc, stating that the U.S. Marines perform these duties also. However it informs the reader that they can tell Marines apart from other men in these positions by the presence of the “globe, anchor and eagle they wear on their hats, caps, or helmets.” Every page shows a drawing of the man in uniform who is being described, as well as that duty being performed at the top of the page. The final page of the booklet shows a print of the Marine Corps insignia and uses promotional language, rather than informative. It states that the insignia is something that Marines are entitled to wear; that as Marines they are trained in all the duties previously described and that, “MARINES enlist as MARINES and not for any particular branch of the MARINE CORPS ARMY.”

This conveys a sense of elite solidarity to the reader. The (seemingly) comprehensive training of Marines is then reiterated on the back cover, which states, “He triply serves who serves with U.S. Marines Land Sea Sky.”

United States. Office of War Information. [in cooperation with] Office of Civilian Defense. Poster Handbook A Plan for Displaying Official War Posters. Washington, D. C.: GPO 1943.

Folio booklet with the seal of the Office of War Information (henceforth OWI) on the front cover.

This booklet was distributed in a joint effort of the two offices above to explain (to interested local Defense Councils) how to obtain official war posters from the government, how to organize a poster committee, how to distribute posters in one’s community, and how to display them to advantage. This was to alleviate the wasting of posters by sending them to communities who may not want them or may not have a means of posting them effectively.

The booklet starts off with the heading, “Posters are Ammunition.” This section states that, “Posting of official Governments posters is one of the most valuable contributions which citizens can make to the war effort.” It emphasizes that posting can be done at no personal expense, in spare time, and is a welcome effort in one’s community. It continues that by posting widely, a community’s spirit is reflected, other wartime activities are stimulated, and people are kept accurately informed.

The next section describes how posters are distributed by the OWI, followed by a sectioned called, “The Plan.” This section details the OWI’s plan to organize a regular schedule for the posting of war posters. Under this plan, a local Defense Council selects

a poster committee which will regularly receive war posters every month. These posters will be from all war agencies (Treasury, War, Navy, Army, etc) and, “will be selected by the Office of War Information to tie in closely with the most important Government campaigns which will be publicized through the press, radio, and movies at the time the posters will reach your poster committee.” The OWI also supplied a special (cardboard) frame for new posters to be placed every month, although these were available in moderate numbers.

The booklet then tells the reader, “How to Carry Out the Plan.” After forming the Poster Committee, posting places were to be selected, regular posting routes were to be worked out, a distributing organization was to be created, quantities and sizes of posters were to be determined, a central person was to be selected to receive the posters and distribute them to the members of the distributing organization, and the “Poster Pledge,” given at the end of the booklet was to be filled out and sent in to the OWI. According to further instructions, the Poster Committee should appoint a Secretary. “This person ought to be enthusiastic about the value of posters and accustomed to organizing groups, especially of young people.” The Secretary should then consult with local retail stores to coordinate any posting plans they might have.

Further, it is the Secretary’s job to make a tour of the community to find the best places to display official war posters. The booklet then gives several points of consideration for finding places where the posters can be displayed, “to best effect.” These include; how many people will see the poster in this location, if this location is practical for the use of posting materials (“is a ladder needed?”), different dimensions of posters that are available, and “Does the place fit into an over-all pattern designed to

cover the whole community in the best way? It is much better to select a reasonable number of places carefully planned to be seen by all sections of the community and to service them regularly and efficiently.”

The booklet encourages the distributing organization to assign regions for posting for people who live or work in them. For example, “business places to salesmen or tradesmen; public places to Scouts; bus stops to someone who rides the bus line, etc.” The Poster Pledge, found at the end of the booklet is essentially a contract between the Poster Committee and the OWI, with a poster order form on the reverse. At the top, it encourages the Committee to “*Act Quickly*,” so as not to miss upcoming posters. At the bottom of the Poster Pledge, the Committee is advised/admonished, “*Change Regularly*. – Fresh posters attract attention, but when people see the same old posters week after week they gradually grow impervious to posters in general. Post promptly so you won’t miss the tie-up with the press, radio, and movies.”

United States. War Department. Pvt. Droop has missed the war! Washington, D.C.: GPO, 1944.

Folio booklet.

This booklet was “published for the information and guidance of all concerned.” It was made available to servicemen in to make them aware of the ramifications of their actions while on leave. The cover looks much like a comic book, with the title in bubbly lettering and a picture of “Pvt. Droop” looking either drunk or otherwise incapacitated, with stars circling his head. One opens the booklet to read that Pvt. Droop is in the hospital with a broken leg, not from fighting a battle or saving a “buddy” from enemy fire, but by crossing the street in the middle of the block while on leave. It continues that

this thoughtless action has caused Pvt. Droop to miss “the war he wanted to fight,” because “the Army can’t use a man with a permanently wrecked leg.” Plainly speaking, when he gets out of the hospital, he won’t be Pvt. Droop anymore, “He’ll be *Mr.* Droop.” The first page ends by stating that there are numerous “droops” in the Army, the type of men “who take *unnecessary* chances with their lives.” It then asks the reader, “How do you rate on personal safety, soldier? Try yourself out on the simple, off-duty questions, and see.”

The booklet then goes on to detail various thoughtless decision which any man in the Army might make while out on leave. “Do you drive over 35” is the first section and it goes on to explain that this wartime speed limit was set to conserve rubber and automobiles, “but it also conserves lives.” The soldier is then asked to think about the fact that an accident at 60 miles an hour causes four times the damage of one that occurs at 30 miles an hour. “That is why these high-speed accidents involving soldiers that you read about usually result in the death of every last man in the car.” This page is accompanied by a cartoon image of an oblivious Pvt. Droop zooming by a civilian on a bicycle, who is scowling at his behavior. One page each is then devoted to asking whether they (the reader) ride in overloaded cars (“it’s a high-school kid’s trick [... soldiers] are usually too smart to take chances when chances aren’t necessary”), drive after drinking, drive when too tired, walk on the right side of country highways (can’t see vehicles approaching from behind), cross streets in the middle of the block, disobey traffic signals (if so, “you are a droop and everything you can think up to say in your own defense will be just so much eyewash”); whether they hitchhike on the highway, risk their life after dark on the streets, or go to firetrap roadhouses and cabarets.

The final section asks the broad question, “Are you habitually guilty of a lot of dangerous acts?” The cartoon at the bottom of this page shows Pvt. Droop asking, “Who, me,” after throwing his still-lit match onto a patch of grass. This section details various dangerous situations caused by soldiers’ carelessness and finishes by simply saying, “A soldier’s got to use his head all the time to keep himself and his buddies safe.”

Posters

United States Army. Adjutant General's Department. Let's Go! U.S. Army Recruiting Service. Washington, D.C., 1941. 27 Feb. 2007
<<https://www.mplib.org/wpdb/index.asp?exact=MPW00097>>.

Poster is sepia-toned, with "Let's Go!" in large, bold italics across the top. Below this, bordered by stars the poster describes the sort of young men who have already enlisted and are now Flying Cadets; the "pick of America's young men," many of which will be "leaders in the field of aviation" in the future. It states that this is an opportunity for "you" to receive "the world's best training for an aviation career." As a U.S. Army Flying Cadet, you can "earn while you learn." The poster then goes on to detail the pay benefits offered and other qualification requirements. Below the text is a photograph of a large group of aviators, in jumpsuits and other flight gear, headed toward a fleet of military planes. The planes stand wing-to-wing, for as far as the eye can see in the picture.

The combination of text and imagery on this poster appeals to young men's sense of adventure and ambition. It seems to bank a bit on ego and daring as well, counting on the viewer to think of himself as among the "pick of America's young men."

United States. Army Department. Woodburn, Thomas. The United States Army. Then. Now. Forever. Washington, D.C.: GPO, 1940. 28 March 2007.
<http://www.olive-drab.com/gallery/description_0125.php>.

Poster shows an image of Lady Liberty/Victory holding (and wearing) a laurel wreath, set against the backdrop of a waving American flag. She appears out of a cloud and is looking over a line of soldiers marching past/below her, with a loving expression on her face. The line of soldiers shows the lineage of Americans' brave participation in

wars. The soldier closest to the viewer is contemporary (1940), next to him is a doughboy from WWI, continuing back to a Revolutionary War-era soldier. They are all holding rifles (or muskets) with bayonets affixed. Below them is a golden banner reading, "Then – Now – Forever."

This poster urges men to enlist to protect liberty and country and to continue on the American tradition of fighting for these values. In so doing, they also hope to preserve these values/traditions for future generations.

United States. Department of the Army. "We'll Lick 'Em – Just Give Us the Stuff!"
 Washington, D.C.: GPO, 1943. 28 March 2007.
 <http://www.olive-drab.com/gallery/decsription_0137.php>.

This poster shows a soldier in the midst of battle in a jungle/tropical setting. There is a glow from an explosion behind him, as well as billowing smoke. In his right hand he holds his rifle with affixed bayonet and his sleeve is rolled up to show a bandage on his arm. His left fist is clenched, holding up a tattered and torn Japanese flag. His facial expression is both a grin and a gritted-teeth grimace. He is clearly determined to defeat the enemy and encouraged that he has found a ragged Japanese flag, abandoned on the ground.

Viewers are meant to be both encouraged in the success of America's cause and motivated to continue doing their part for the war effort. "Give us the stuff" might be read as either supplies or manpower; men who enlist might relieve this gritty, wounded soldier and participate in the success of the Pacific theater of the war.

United States Army. Recruiting Publicity Bureau. Can you qualify for the Army Air Corps? Washington, D.C.: GPO, 1941. (Sept. 1941)

This poster shows a chart by which interested young men can determine whether they “qualify for the Army Air Corps.” The top and bottom of the poster are bordered by red, white, and blue stripes, with the title phrase in the top white stripe, and “Keep ’Em Flying!” in the bottom white stripe. The chart takes up the middle section of the poster and printed in faint aqua “behind” it, are three war planes flying in formation with the words, “Let’s Go U.S.A. * Keep ’Em Flying!” forming a circle around it.

The chart has section headings in the first column, followed by information for Aviation Cadets, then Enlisted Men, each with their own respective columns. The section headings include, type of training, those eligible, marital status, and pay after graduation. The Aviation Cadets column is further broken down (horizontally following the type of training heading) into pilot, bombardier, navigator, photography, etc. The Enlisted Men column is broken down similarly into aviation students and technicians.

United States Army. Recruiting Publicity Bureau. Do your part join the WAAC. Washington, D.C.: GPO, 1942.

Poster shows a green-tinged black and white picture of WAACs marching from the horizon point of the poster, toward the viewer. They are all in step and their khaki uniforms are smartly pressed and belted. Superimposed over this is a much larger image of a young woman in the WAAC green uniform. She is also walking forward, looking slightly up, into the distance. She is wearing leather gloves and sensible stockings and shoes. She has a simple leather bag across her shoulder/chest. Although her uniform is simple, she wears it proudly and seems to be thinking of her “sisters” who are marching in the image behind her. The sky behind them is slightly orange-tinged and the photos

are slightly haloed against it, with a white star above the head of the central woman, separating the words “Do Your Part” and “Join the WAAC,” in army green. Simply stated below the images is “Women’s Army Auxiliary Corps United States Army Apply at Any U.S. Army Recruiting and Induction Station.” Appeals to women wanting to join and do “their part” and being able to join up at any army recruiting station, like any man could.

United States Army. Recruitment Publicity Bureau. For your country’s sake today – For your sake tomorrow. Washington, D.C.: GPO, 1944. 27 Feb. 2007.
<<https://www.mplib.org/wpdb/index.asp?exact=MPW00080>>.

Backdrop of the poster is deep Navy blue, and the images of four servicewomen are shown diagonally up the poster. By their uniforms you can tell that one is in the Army, the Navy, the Marines, and the Coast Guard. Their hair is neatly, attractively coiffed, they are all wearing red lipstick, and they are all looking off into the distance with focused facial expressions. They are flanked (top and bottom) by the words, “For your country’s sake today – For your sake tomorrow.”

This tells interested women that by joining an armed force they are not only doing their part, but gaining experience which will benefit them after the war. Additionally, they will not lose any of their femininity by joining an armed force, and may be looked up to as serenely determined. Below the image, in red, the poster urges, “Go to the nearest recruiting station of the armed service of your choice.”

United States Army. Recruiting Publicity Bureau. Now is the time. Washington, D.C.: GPO, 1942.

There is a lot going on in this poster. The top 2/3 of the poster show a black and white photo of a young man, looking off into the distance, haloed over a collage of photos of life in the army. These photos are black and white, but tinted faintly red-pink, as if to show that each situation is a possibility being considered by the young man. These images show army mechanics, infantrymen, MPs marching in dress uniforms and gloves, a landed parachute, a scientist, a communications person with headphones on, a soldier stationed at an anti-aircraft gun, a tank rolling in, and army jeeps on their way with a plane flying overhead. In the bottom left corner of the poster, set on a white background there is red text stating, "For men of 18-19 to Choose," below which is a list (in black) of the different positions available in the army, including corps of engineers, medical department, field artillery, and quartermaster corps. Each different position is separated not by a comma, but by a star. In the lower right-hand corner, set against a black background, the poster states, "Apply at the nearest U.S. Army Recruiting and Induction Station." In this phrase the words "U.S. Army" are in bold, bright red letters.

United States Coast Guard. Valentine, J. Serve With SPARS Women's Reserve U.S. Coast Guard. Washington, D.C., 194[?]. 27 Feb. 2007.
<<http://www.mplib.org/wpdb/index.asp?exact=MPW00104>>.

In the foreground of this poster there is a young woman in her SPARS uniform, saluting, looking off into the distance. Her hair is done up neatly and she is wearing white gloves and has a sensible purse across her chest. Behind her, as if the young woman is thinking it, is an image of a pioneer woman wielding a musket in front of a Conestoga-type wagon, her dress and cape blowing hauntingly in the prairie wind.

Directly below this, is the image of Coast Guard vessels patrolling the ocean. The word “SPARS” is written in bright red, curving letters below the central young woman in uniform.

The poster communicates that young women who want to keep up the tradition of feminine bravery begun by their pioneering ancestors can enlist in the SPARS. In so doing they will help protect the advance of Americans, not across the open prairie, but across vast oceans that hold unknown dangers.

United States. Department of the Army. Green, Ruzzie. You are needed now join the Army Nurse Corps. Washington, D.C., 1943.

Simply shows a photograph of a young woman in her army-green uniform. Her eyes match the green of the uniform, her hair is neatly coiffed and she is wearing red lipstick. The gold of her hat insignia as well as the gold pins on her uniform coat are shiny and stand out from the picture. The lapel pins are winged-caduceus, with an “N” set in relief on them. She is smiling proudly and looking off into the distance, above the viewer’s head. The words “you are needed now” are set in grey above the image while the words “Join the Army Nurse Corps Apply at your Red Cross Recruiting Station,” are set in maroon-red below the picture. These red words jump out at the viewer immediately, then when looking at the picture, one notices the grey phrase above it, and it gives them more to think about. Poster promotes the glamorous appeal of being an army nurse, appeals to women’s desire to be needed, wanting to be the “beautiful saving grace.”

United States. Department of the Army. Smith, Dan V. WAAC This Is My War Too!
 Washington, D.C.: GPO, 1943.
 Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster shows a uniformed WAAC against the backdrop of a waving American flag. She is blue-eyed, her blond hair is put up neatly beneath her uniform hat, and she is wearing shiny red lipstick. Her brass hat insignia and lapel pins are shiny, showing off the eagle and Athena-cameo on them (respectively). She is smiling faintly and has a proud, confident expression on her face. Above this image “WAAC” is printed in bold, olive-khaki letters. Below the image, the poster states, “This is my war too! Women’s Army Auxiliary Corps United-States-Army,” in white letters on an olive-khaki background.

The woman on this poster is clearly proud of and happy with her decision to join the WAAC. She is claiming her right to serve her country in the Army and is an example which (the Army hopes) will appeal to other patriotic women. It also seems to tell them that they can act on their desire to join the Army without losing any of their feminine appeal.

United States. Department of the Army. Woodburn, Lt. Col. Tom B. Wings Over America. Washington, D.C.: GPO, 1940.
 Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This is a dynamic but simple poster. It shows four fighter planes flying in formation across a blue sky with fluffy white clouds. In their midst is a bald eagle, beak open in a screech, talons extended as if to threaten those below it. On the underside of the eagle’s wings is the same insignia found on the planes: a red dot in the middle of a

white star, in a blue circle. Below this image “Air Corps U.S. Army” is printed, with this same insignia on either side of it.

One can almost see this poster as the formalization of recruitment for the Army Air Corps. It gets the viewer to see the Corps as the protective “Wings Over American,” as the poster states. By conveying its fierce, protective, yet exciting nature, service in the Corps is made attractive to daring (young!) viewers.

United States. Department of Health and Human Services. Become a nurse Your country needs you. Washington, D.C.: GPO, 1942. 27 Feb. 2007.
<<http://www.mplib.org/wpdb/index.asp?exact=MPW00058>>.

This poster shows a young woman receiving her white nurse’s cap. She is kneeling, wearing a light blue, pressed dress. She is extremely pretty with bright red lips well defined eyebrows, flushed cheeks, and hair swept up away from her face. She is smiling up into the face of the person who is placing the cap on her head, as if it is a pageant crown. One can only see the arms and (male) hands of the person who is “crowning” her, and these are clad in navy blue jacket sleeves with white stars and red-and-white stripes on the cuffs. Taken with the words on this poster, “become a Nurse; YOUR COUNTRY NEEDS YOU,” one can tell that it is Uncle Sam bestowing upon this nurse the privilege of tending his brave soldiers.

There is an obvious appeal in this poster to young women who want to be viewed as the “pretty field nurse.” It also informs those who, patriotically, want to serve the needs of their country.

United States. Marine Corps Publicity Bureau. Be a Marine Free a Marine to Fight.
 Washington, D.C., 1943. 27 Feb. 2007.
 <<http://www.mplib.org/wpdb/index.asp?exact=MPW00078>>.

This poster shows a young female Marine inspecting a fighter plane under a bright blue sky. She is shown in profile, looking up into the sky in the same direction that the plane is facing. She is wearing her neat olive green uniform and hat, and the wind is ruffling her short hair and the papers on the clipboard she holds in her hand. She seems to be pausing for a moment from her inspection to think about the brave men who fly the fighter planes. It is inferred that by joining, this woman has freed a male Marine from this inspection duty, to take active duty fighting the enemy. This is then reinforced by the message printed in red on the poster, “BE A MARINE FREE A MARINE *TO FIGHT.*” This poster tells young women that as more of them join the Marines, more men will be freed to fight the enemy, bringing the war to an end all the sooner.

United States. Marine Corps Publicity Bureau. Be A Marine . . . Free a Marine to fight.
 Washington, D.C., 1943. 27 Feb. 2007
 <<https://www.mplib.org/wpdb/index.asp?exact=MPW00079>>.

The image on this poster shows a woman in the Marine Corps uniform, hair neatly, sensibly coiffed, looking determinedly into the distance. Behind her, as if she is thinking of this, there is a sepia-toned image of soldiers rushing over a hill into the fray. Their faces are in the shadow of their helmets, but one can see their jaw lines set in determination. Below this, the words “BE A MARINE” appear in red, with the words following the ellipsis in black.

The message of the poster is relatively simple as is its delivery (not that the Marine Corps ever minced words). It rallies capable, responsible women to join the

Marine Corps women's reserve thus freeing male Marines for active duty, fighting with their fellow troops.

United States. Marine Corps Publicity Bureau. If you must talk tell it to the Marines.
Washington, D.C., 1942.

Poster shows what looks like a charcoal drawing of two men speaking and gesturing, set against an orange, eye-catching background. The man on the left is obviously a Marine infantryman, wearing a helmet with the USMC insignia on it, gesturing with his rifle. His sleeves are torn and his braced legs are visibly muscular. In his left hand, he holds a sheet of paper with a list of battles on it: Manila, Pearl Harbor, Wake, Midway. The man on his left has his arm around the marine's shoulder and is engaging him in conversation. This man is a civilian, wearing overalls, holding a pipe-wrench. The civilian's face is easily visible and seemingly innocent below his cap, while the marine's face is more chiseled and partially hidden under the shadow of his helmet. Below these men is the word, "Marines," in bold capital letters, flanked by stars.

This poster works in tandem with the posters encouraging civilians to keep quiet about any military information they might be privy to. It tells people that they can vent their outrage to the Marines who are a capable, fierce branch of the service who will have at the enemy for previous attacks and casualties (brought to mind by the list of battles shown). This fierce reputation makes the Marines more attractive to young men looking to enlist.

United States. Marine Corps Publicity Bureau. U.S. Marines on Land at Sea in the Air. Washington, D.C., 1942.

This poster seems to reinforce the “screaming eagles” reputation of the Marines and that they are men of action. The background is bright yellow and all text is red. The words “U.S. Marines” span the top of the poster, in large capital letters, outlined in black. The center of the poster shows the United States in white, outlined in red, with the letters “Defend America” in red across it, also outlined in black. From the upper left corner of the poster, a bald eagle is swooping protectively over the image of the country, with sharp, shiny talons extended. Below this, in black, as if set against the sun, is the image of four marines stalking across the poster, wearing helmets and battle-packs; their rifles held rigidly in front of them, with bayonets affixed. Directly below this is the grey image of a battle ship sailing in the same direction, almost next to the advancing infantrymen. Not only are red and gold the colors of the Corps, but this poster also shows that there is no theater of battle in which the Marines are not qualified to engage the enemy, in the defense of their homeland.

United States. Marine Corps Publicity Bureau. The U.S. Marines Want YOU Enlist Today. Washington, D.C., 1942.

Simple but very direct poster. Background is light blue with all text in dark blue, bold lettering. The words “U.S. Marines” and “want you” are in much larger letters. In the center of the poster there is a brightly colored American flag, against which a Marine, in decorated, dress uniform is pictured. He is leaning toward the viewer and seems to look right AT them, pointing at them with his right index finger. One is immediately

reminded of the Uncle Sam, “I want you” posters, and this poster tells the viewer exactly which branch of the service they should immediately join.

United States. Marine Corps Publicity Bureau. Sundblom, Haddon, H. Ready Join U.S. Marines Land Sea Air. s.l., 1942.
Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster immediately calls the viewer to attention, with the word “READY” in red block letters across the top of its grey background. In front of this is a Marine Corps sergeant standing at attention in his dress uniform. His mouth is drawn in a line, his jaw is set, and he seems to stare directly at passersby. His shoulders are very broad, indicating that this is a large, battle-ready man. Below him the poster again calls out “JOIN” in bright red, followed by “U.S. Marines” in the same shade of blue as the Marine’s dress pants. “LAND,” “SEA,” and “AIR” are listed below this in white, following the angle of the sergeant’s braced thigh.

This poster is a direct call to action, striking the viewer with the commanding stature of the Marine, the impressiveness of his uniform, and the order to join in his eyes.

United States. Marine Corps Publicity Bureau. T.W.Y. Let’s Go! U.S. Marines. s.l., 1941.
Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster was clearly made at the beginning of the war, as the soldier pictured still looks a great deal like the doughboys for WWI. “LET’S GO!” is in large black letters at the top of the red poster. A Marine is marching across it in his field uniform, wearing a backpack and his head is turned so the viewer can see the globe and anchor insignia on his helmet. His right hand is holding his bayoneted rifle and his left arm is reaching toward the viewer with open palm. He is obviously waving the viewer in to join

his march toward battle. Below the image, in a black border, “U.S. Marines” is printed in bold, white letters. One can easily see that the Marine is rushing into the fray and this poster is meant to motivate others to join him with the exclamation, “Let’s GO!”

United States Merchant Marine. “You bet I’m going back to sea!” Washington, D.C.: GPO, 1942. 27 Feb. 2007.
<<http://www.mplib.org/wpdb/index.asp?exact=MPW00083>>.

This poster shows the gritty, determined face of a commercial sailor. He is set against the backdrop of a shipyard, with a docked vessel and crates of various sizes stacked up. He is gripping his white canvas pack in a clenched fist, slung over his left shoulder. His face is tanned and slightly lined and he seems to be staring directly at passersby with his bright blue eyes, as if daring them to join him. Below this, in bold red letters, the sailor says, “You bet I’m going back to sea!” At the bottom of the poster there is a light blue border, which reinforces that by joining the Merchant Marine one can “Man the victory fleet.” This gives interested sailors another option to serve, in case they are not interested in joining the Navy. It makes this option approachable by showing an image of someone who could easily be a shipmate or shipyard acquaintance.

United States. Navy(?) Department. Christy, Howard Chandler. Gee!! I wish I were a man. I’d join the Navy. s.l., 1917.

Poster shows a young woman wearing a man’s Navy uniform (blue sailor suit and pants with a white hat). She is smiling flirtatiously and is clenching her fists. The word “Gee!!” is in red and the words “A Man” and “I’d” are underlined to add emphasis. The word “Navy” is written in larger letters, in a slightly lighter shade of blue. Under the picture, the poster reads, “Be A Man And Do It. United States Navy Recruiting Station.”

Poster appeals to men provocatively, then dares them to be man enough to join the Navy. It also taps into men's protective instincts, wanting to protect pretty young women like the one pictured on the poster.

United States. Navy(?) Department. Christy, Howard Chandler. I want you for the Navy. Boston: Forbes, 1917.

This poster shows the watercolor image of a pretty young woman smiling, her blond hair blowing in a breeze. She is wearing a sailor's navy blue pea coat with shiny buttons on the front and Navy insignia/stripes on the sleeve. She is also wearing a sailor's cap on her head and blue trousers. Her hands are in the coat pockets, on her hips and her head and hips are angled coquettishly. Parallel to her head, as if she is saying (or thinking) them are the words, "I WANT YOU" in red print, and below her it clarifies, also in red, "For THE NAVY." In the white border at the bottom of the poster it states, in light blue, that it is a promotion for anyone enlisting and that they can do so at any recruiting station or with any postmaster.

This image blatantly hopes to attract young men to the Navy through the flirtatious image of the young woman. Perhaps making them think if they join the Navy, pretty young women will find them irresistible attractive. Or making them think that by joining the Navy they can protect pretty young women like the one pictured.

United States. Navy Department. Whitcomb, Jon. He Volunteered for Submarine Service. Washington, D.C.: GPO, 194[4?].
Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster shows a young sailor in his casual-white uniform, with ribbons and a submarine pin on his chest. He is tan and is smiling down at the young woman who has

her arms around him. She is dressed in a red and white striped blouse, with a red ribbon holding back her long dark hair. She is wearing a red bracelet that matches her red fingernails and lipstick. Her eyelashes are very long and the viewer does not see her eyes as she is smiling down at the submarine pin on the sailor's chest, which she is coyly (and suggestively) holding between two of her fingers. Underneath this image, the words "He volunteered for" are in white, with a red star on either side of them. "SUBMARINE SERVICE" is on the next line, in large, bold letters. While the white letters and red stars partially blend into the outfits on the two figures, the poster seems to blare that submarine service in the Navy is a sure way to win the admiration of (and physical attention from) young women.

United States Navy. Recruiting Bureau. Barclay, McClelland. Fight Let's Go! Join the Navy. Washington, D.C., 1941. 27 Feb. 2007.
<<http://www.mplib.org/wpdb/index.asp?exact=MPW00098>>.

This poster shows a young sailor eagerly climbing up the gangway into a ship which is just out of the picture. Behind him, warships and fighter planes are advancing toward the front, in the same direction that he is climbing. One can see that he is in a line of sailors boarding the ship, all carrying white canvas bags slung over their strong young shoulders. The sailor has a focused look on his face and his eyes are directed at passersby. His right hand is reaching out towards viewers, as if to wave them into the ship along with him. He seems to be communicating the words which are below the image, "fight, Let's Go!" Then the viewer is told how they can fight alongside the sailor, "Join the Navy." Overall this poster is simple, but there is no mistaking the force it

shows heading toward the front. Almost as if to say, “Everyone else is going to ‘fight,’ you ought to join in too.”

United States Navy. Recruiting Bureau. Barclay, McClelland. Man the Guns!
Washington, D.C., 1942. 27 March 2007.
<http://www.archives.gov/exhibits/powers_of_persuasion/man_the_guns.html>.

This poster shows a sailor on the deck of a ship in the middle of a battle. The sea is rolling in the background and there are grey clouds in the sky. Adding to the chaotic scene are two of the ship’s guns firing overhead. There are two sailors on the deck behind him wearing helmets, but this sailor is shirtless, wearing only his white fabric sailor hat. He is shirtless and tan and in his hugely muscled arms is a torpedo which he is loading to be fired. His legs are braced against the rolling of the deck in order to place the heavy torpedo into position. His chiseled face is set in determination and one can see the cords in his neck straining. Below this image the poster commands, “Man the Guns! Join the NAVY.”

This poster projects an image of pure masculinity, channeled into the defense of the country. It seems to challenge young men to be manly enough to become as physically hard and spiritually determined as the sailor pictured. It may also count on the appeal that such an image would have to female viewers, and boyfriends’/brothers’/acquaintances’ notice of this appeal.

United States Navy. Recruiting Bureau. Barclay, McClelland. Sub spotted – let 'em have it! Washington, D.C.: GPO, 1942. 28 Feb. 2007.
 <<http://www.library.northwestern.edu/govinfo/collections/wwii-posters/img/ww0207-68.jpg>>.

This poster shows a group of sailors straining their arms to lift a TNT depth-charge into position. The seas are stormy and the wind is blowing. One can almost imagine that time is of the essence in their struggle to fire on the incoming submarine. Behind them some sort of explosion has gone off, spraying water and shrapnel into the air. The sailors are all tan and well built, their determined faces partially in shadow. In echo of the image the poster states, “Sub spotted – LET 'EM HAVE IT!” This is followed by the request, “LEND A HAND – Enlist in your Navy today.”

This poster encourages strong, brave, young men to volunteer their physical strength for service in the Navy. By doing so they can strike a blow to beat back the enemy.

United States. [Navy Recruiting Bureau]. Falter, John Philip. It's a Woman's War Too!
Join the WAVES. Washington, D.C., 1942. 2 March 2007.
 <http://memory.loc.gov/cgi-bin/query/D?ils:26:./temp/~pp_TWOV::>.

This poster shows a young WAVE in uniform set against a dark backdrop. One can almost imagine that this is a quiet place, perhaps for communicating covert information. The young woman's face is partially in shadow as she listens intently on the earphones around her head. These are connected to a radio which she is operating, on the desk in front of her. Above her, as if typed in white from the typewriter in front of her are the words, “IT'S A WOMAN'S WAR TOO!” Below the radio, the poster states (also

in white), “Join the WAVES,” underlined by “YOUR COUNTRY NEEDS YOU NOW,” in red lettering.

The message from this poster reinforces that there is plenty women can do in the armed forces and one of the ways they can serve is by joining the WAVES. It also seems to say that the Navy recognizes that “it’s a woman’s war too,” and trusts women to do important jobs such as receive and pass on essential messages, using technical equipment.

United States. Navy Recruiting [Bureau]. Falter, John Philip. On the Same Team Enlist in the WAVES. Washington, D.C.: GPO, 1943.

Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster shows a young woman in her WAVES uniform, smiling proudly, at attention, between two sailors. Above them is the phrase “On the Same Team,” in bold lettering. The young woman is quite pretty, with her hair put up beneath her hat and her facial features accentuated to make her even more striking. The sailors next to and behind her are also smiling proudly, the wind ruffling their scarves. Below them is the phrase, “Enlist in the WAVES.” The first three letters are written in feminine cursive, with “WAVES” in bold, red, block-print. Through the image of the pretty young woman and feminine script, this poster makes service in the WAVES attractive to female viewers. It also allays any concerns they might have that, after enlisting, they will be sidelined while men see all the action in the war.

United States Navy. Recruiting Bureau. Falter, John Philip. Proud – I’ll say! Join the WAVES. Washington, D.C., 1943. 27 Feb. 2007.

<<http://www.mplib.org/wpdb/index.asp?exact=MPW00101>>.

Poster shows a father sitting at his writing desk at home with the window open. It is meant to look like, “Anyone’s home, U.S.A.,” with an American flag on top of the

desk and a mother and child outside the window, bringing groceries in from the car. The father pictured is an older gentleman wearing a bowtie and glasses. In his right hand is a pipe which it appears he has just taken out of his mouth. On the writing desk one can see the paper from a package which this man has just opened. It contained the framed picture of his daughter which he is holding up to the viewer in his left hand. She is a WAVE and is smiling out from the picture frame proudly in her uniform. The expression on her father's face seems to communicate that despite missing her, he is proud of her decision to join the WAVES. One can almost imagine him giving this picture a place of honor on his writing desk where he seems to spend his time. The overall message of the poster is that by joining the WAVES, a woman can make both her family and country proud of her.

United States Navy. Recruiting Bureau. Falter, John. There's a man-size job for you in your Navy Enlist in the WAVES. Washington, D.C., 1943. 2 March 2007.
 <http://memory.loc.gov/cgi-bin/query/D?ils:13:./temp/~pp_TWOV::>.

This poster shows a young WAVE in profile, looking off into the distance. She has a clear, calm expression on her face, as if entirely confident in her decision to join. Her face is delicately drawn to be pretty and her hair is neatly put up beneath her uniform hat. She is standing at attention, a black purse strap across her chest. Behind her, as if she is thinking of it, is a battle scene. The scene is maroon-hued, as if it is happening at night, and in it a Navy vessel is cruising into battle, flanked by fighter planes. Anti-aircraft rounds are exploding above it, interspersed with smoke from previous fire. Above this image there is a banner telling interested women that, "There's a man-size job

for you in your Navy.” Under the image, in bright red letters the poster states, “ENLIST IN THE WAVES.”

This poster is interesting in that it refers to “your Navy,” seeming to give women an equal claim to participation in battles like the one the poster shows. It also projects confidence that the women who join the WAVES are capable and strong enough to handle any job which might otherwise have been given to a man. Female viewers are nearly challenged to have the strength to join this branch of the service.

United States. Office of War Information. 1778 : 1943 Americans will always fight for liberty. Washington, D.C.: GPO, 1943.

Found in: Bird, William L. Jr. and Harry R, Rubenstein. Design for Victory World War II Posters on the American Home Front. New York: Princeton Architectural Press, 1998.

Poster image shows a cold-looking, grey, winter scene. In the background, colonial soldiers grasp muskets as winds blows their coats and cloaks. A flag with a field of stars blows over their heads as they stand determinedly, despite ripped pants and bandaged feet. Above them, in white is the year 1778. These colonial soldiers look toward the foreground, where a line of contemporary (1943) soldiers are marching, in step, toward what the viewer assumes is the battle front. The faces of these soldiers are in shadow, and their shoulders are braced forward, against the icy wind; they are wearing long coats, and the American flag (patch) can be seen on the left shoulder of the foremost soldier. Above these men is the year 1943.

This poster appeals to the viewer’s patriotism, determination, and pride. It makes them want to fight for victory in the tradition of their forefathers and preserve this tradition for future generations.

United States. Office of War Information. Save his life . . . and find your own.
 Washington, D.C.: GPO, 1943. 27 Feb. 2007.
 < <http://www.mplib.org/wpdb/index.asp?exact=MPW00053>>.

This poster shows a pretty young nurse tending a white-clad patient whose head is wrapped in gauze. Her white uniform is pressed neatly and her hair is fashionably put up under her nurse's cap. She is wearing red lipstick and there is a Mona Lisa smile hovering about her lips. Her hand is resting on the patient's blanket and she is looking down at him very tenderly. The patient, who one can imagine is a soldier, is looking up at the nurse with an expression of mixed adoration and wonder. "Save his life . . . and find your own," is hovering above the nurse's head, while, "Be a nurse," is stated at the bottom of the poster, nearly blending in to the sheets tucked around the soldier.

The combination of the words and image on this poster send multiple messages to female viewers. Very simply, they are urged to participate in life-saving efforts of military nurses. They are also encouraged to find their place in the world by becoming a nurse and getting to travel to the front(s) where they may be needed. Being urged to "find their own [life]" can either be taken as embarking upon a career as a nurse, or finding a man who loves them, the way the soldier in the picture seems to love the nurse who is tending him.

United States. Office of War Information. Martin, David Stone. Strong in the strength of the Lord we who fight in the people's cause will never stop until that cause is won.
 Washington, D.C.: GPO, 1942.
 Found in: Bird, William L. Jr. and Harry R, Rubenstein. Design for Victory World War II Posters on the American Home Front. New York: Princeton Architectural Press, 1998.

This is a dramatically unifying poster which appeals to the emotions, but is quite simple. The background is red and looks like a streaked watercolor. Against it are three

raised arms, their sleeves rolled up exposing flexed forearms, fists clenching the respective tools with which they are serving the war effort. One holds a pipe wrench in a gloved hand, the middle obviously belongs to a soldier and holds a rifle with bayonet affixed, and the third (which could be a woman, by the details on the sleeve) holds up an S-shaped wrench.

The combined effect of the image and message makes the viewer want to join in the war effort in whatever capacity they can. Or fight/work harder than they already do to ensure victory, confident that they are strengthened by the Lord.

United States. Office of War Information. Perlin, Bernard. Avenge December 7. Washington, D.C.: GPO, 1942.

This is a furious and haunting poster. In the bottom right corner a warship is exploding and sinking, with white-hot sparks and fire shooting out of it. Out of this explosion rises the phrase “AVENGE December 7,” angled across the poster in red, glowing apparition, with the tail of the “7” directly in the flames. The backdrop for the poster looks like billowing angry smoke in shades of black, maroon-brown and even deep green. Most haunting of all is the image of a sailor rising above the red lettering. He takes the center of the poster angrily raising his fist for revenge. His blue uniform is in tatters and his skin tone is sickly grey, his eyes are dark in his gaunt face. Clearly this is meant to be the ghost of a slain sailor raging for revenge of his own death and those who died around him at Pearl Harbor.

This poster is sure to stir any and all persons outraged for the December 7 attack. Viewers are reminded of their dismay at the sheer number of casualties caused, by the haunting image of the sailor. This mix of emotions is given constructive direction by the

poster's command to "AVENGE." This is a poster to encourage both enlistment, as well as all possible home-front support of the war effort.

United States. Office of War Information. Saalburg, Allen.we here highly resolve that these dead shall not have died in vain. . . Remember Dec. 7th! Washington, D.C.: GPO, 1942.

This is an emotionally stirring poster. The background shows a blue sky, cut across by billowing black smoke, with the red glow of fire underneath. In front of this is a torn, tattered American flag at half-staff, still blowing proudly and defiantly in the wind. The poster's title words (starting and ending with the ellipses) float at the top of the image almost as an extension of the clouds in the sky, while "Remember Dec. 7th!" is at the bottom, angrily in red, demanding the attention and obedience of the reader.

The first part of the text, which is from the Gettysburg Address, urges the country to action, so that the deaths of those servicemen at Pearl Harbor will have served a greater purpose in the manner of their forefathers who fought in the Civil War. The poster also seems to count on a passionate reaction from viewers, wanting to do something, anything to avenge the vicious attack on Pearl Harbor.

United States Public Health Service. Federal Security Agency. Be a Cadet Nurse, The Girl With a Future. Washington, D.C., 1944.

Found in: Bird, William L. Jr. and Harry R, Rubenstein. Design for Victory World War II Posters on the American Home Front. New York: Princeton Architectural Press, 1998.

Poster shows a dual image of a service-woman; in the Cadet Nurse "dress" uniform and in nurse whites. In both images she looks sophisticated and well put together; hair put up fashionably with long eyelashes and red lipstick. She is smiling

slightly in the dress uniform and has a more serene/determined expression in the nurse-whites. The words “Cadet Nurse” are in red cursive, much larger than the rest of the words on the poster. “The girl with a future,” is also in red, in all capital letters underneath. Below this is a grey border stating, “A Lifetime Education *FREE* for High School Graduates Who Qualify.” Angled on the left side of this border are directions for obtaining more information about the Cadet Nurse Corps.

The words “Cadet Nurse” immediately catch the viewer’s eye, and that they are cursive gives it a bit of a feminine flair. The image shows a woman who others ideally want to emulate – educated, capable, sophisticated, and very pretty.

United States War Department. Schlaikjer, Jes Wilhelm. O’er the Ramparts We Watch. Washington, D.C.: GPO, 1944. 27 Feb. 2007.
<<http://www.mplib.org/wpdb/indec.asp?exact=MPW00089>>.

The image on this poster shows a young airman, standing in his leather jacket, looking off into the distance. Hovering in the blue sky behind him, are the words, “O’ER THE RAMPARTS WE WATCH.” In his capable hands the airman is holding a bomb and he is pictured surrounded by clouds as if he is in the sky. Flying up from these clouds, in much smaller scale, is a formation of bombers, headed out on a mission. Below this image there is a dark blue border showing the insignia of the Army Air Forces inside a pair of wings spanning the width of the poster. This is supported by the words, “United States Army Air Forces,” in gold letters.

This poster portrays the men in the Army Air Forces as those who both watch “o’er the ramparts” as well as carry on the tradition of the Revolutionary soldiers for whom the “Star Spangled Banner” was written. This appeals to young men who want to

be dashing young airmen, dropping bombs on those who threaten their country. It also appeals to their sense of patriotism and tradition.

United States War Department. Bureau of Public Relations. Schlaikjer, Jes Wilhelm. We Clear the Way. Washington, D.C.: GPO, 1942.
Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This is a recruitment poster for the Army Corps of Engineers. This is stated below the poster image, in a red field, with the word “Engineers” in large, white capital letters. On either side of this word are what look like castle walls, complete with crenellated turrets. The poster image shows a soldier standing firmly, spread-legged in a canal with a sledgehammer on one shoulder and a bayoneted rifle in the other, his sleeves are rolled up to show muscled forearms. On his face is an expression of firm determination. Below him, again in Lilliputian scale, are tanks and Army trucks crossing pontoon bridges from one side of the canal to the other. They are coming under heavy fire, the earth and water around them splashing and flying up from explosions. The image of the engineer standing firmly above all this seems to convey that by his presence any and all obstacles can be overcome. The idea of being such a strong figure is meant to be ultimately appealing.

United States War Department. Bureau of Public Relations. Schlaikjer, Jes Wilhelm. Where Skill and Courage Count. Washington, D.C.: GPO, 1942.
Found in: Gregory, G.H., ed. Posters of World War II. New York: Grammercy, 1993.

This poster shows a very realistic painting of a soldier in the signal corps on a field telephone, relaying a message. Above him is the phrase, “Where *SKILL* and COURAGE Count,” with the word “skill” in bold, italic Army-green capital letters and

the word “courage” in bold, red capital letters. The soldier is looking off into the distance with an intent expression and is grasping a message in his right hand. There are explosions going off around him and the glow of fire behind him, but he seems unphased by all this. The ground at his feet shows, in Lilliputian scale, a European neighborhood being bombed, with a signal corpsman climbing a telephone pole to stay the wires. This reinforces the dangers which surround the signal corpsman and the courage he needs to have in the face of them to get vital messages through. He is also quite young looking, so this poster might bank on young men’s reckless daring motivating them to enlist in this service.

CONCLUSION

Noting the exclamatory slogans and quasi-Titan figures on these posters, one can easily believe that by the end of the war (1945), nearly five million men enlisted voluntarily for military service (Gregory, 17). Nearly eighty-six thousand women enlisted for “noncombatant” duty. Six hundred seventy-five thousand men enlisted in the Marines and three million men served in the Army Air Forces by the war’s end (Gregory, 19-23). These numbers are extraordinary for that time period and can be attributed to the spirit of American patriotism which was motivated greatly by the poster campaigns of the government’s Office of War Information. It was an office which, by the evidence shown above, nearly perfected the art of propaganda warfare.

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